



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

solide autour d'un axe fixe. Chapter II, Corps de révolution en rotation autour de son axe, 21-38: Problème sur les projections de l'accélération d'un point matériel; Effets produits par les accélérations; Etude de l'effet combiné de deux rotations; Généralisation pour un corps libre de révolution; Effets des forces qui agissent sur un corps en rotation; Etude analytique de l'effet du couple P ; Cas où le corps de révolution a un point de son axe fixe. Chapter III, Applications, 39-107; Gyroscope de Foucault; Gyroscope-marin de E. Dubois; Boussole gyroscopique de Foucault; Compas gyroscopique; Perturbations produites à bord sur l'appareil; Influence de la variation de vitesse du tore; Horizontalité de la rose; Amortissement; Compas gyroscopique Sperry; Emploi du gyroscope sur les torpilles; Projectile oblong; Toupie ordinaire; Balance gyroscopique; Toupie gyroscopique; Gyroscope-collimateur de l'amiral Fleuriais; Effet des frottements; Effet des mouvements du navire; Effet de la rotation de la terre; Utilisation des principes précédents pour déterminer à bord avec un sextant la hauteur d'un astre; Erreur d'horizontalité ou collimation du repère; Autre procédé d'observation; Mouvement de la terre autour de son centre de gravité; Effets gyroscopiques sur les turbines; Gyroscope stabilisateur.

Rehabilitation Monographs. Joint Series No. 26. Unit Course.—Mathematics I. Use of the Slide Rule. [By W. E. BRECKENRIDGE.] Issued by the Federal Board for Vocational Education in coöperation with the Surgeon General's Office and the Bureau of War Risk Insurance. February, 1919. (Trial Edition.) Washington, Government Printing Bureau. 27 pp.

Extract from the preface: "For the purpose of insuring a continuous program of education for wounded and sick soldiers during the time they are in the general hospitals and after their discharge the Surgeon General's Office and the Federal Board for Vocational Education coöperated in the preparation of a series of courses of study. These courses are tentative and suggestive. They may, however, be accepted as models so far as their form and principles which govern their organization are concerned, for all courses whether academic or vocational, where the adjustment of materials is intended to be made to suit the individual capacities and attainments of students."

NOTES.

Il Bollettino di Matematica, 1917-18 (anno 15), contains a sketch of Giuseppe Veronese by P. Gazzaniga (pages 53-65), and an Italian translation with elaborate notes by M. Domenico, of the first of J. W. Young's lectures on *Fundamental Concepts of Algebra and Geometry* (pages 161-183). The complete translation of this work into Italian was referred to in our issue for June.

Vuibert, of Paris, has announced that publication of the following mathematical periodicals is to be resumed this month: *L'Education Mathématique* (which last appeared in July, 1914) and *Revue de Mathématiques Spéciales* (last published in September, 1914).

In our issue for April we had occasion to refer to the publication of the first five parts of *Materialien für eine wissenschaftliche Biographie von Gauss*, edited by Klein, Brendel and Schlesinger. In the latter part of 1918 a sixth part, of 46 pages, by P. Maennchen, was published. It was entitled: *Die Wechselwirkung zwischen Zahlenrechnen und Zahlentheorie bei C. F. Gauss*.

To take the place of *Minerva*, long sent out from Germany, Gauthier-Villars advertises the first volume of an annual, published under the direction of the mathematician Dr. R. de MONTESSUS DE BALLORE, with the following title: *Universitatum et Eminentium Scholarum, Index Generalis. Annuaire Général des Universités. The Yearbook of the Universities*. (Paper, 18 francs; bound, 21 francs.)

The second edition, revised and enlarged, of F. CAJORI's *History of Mathematics* was published in August (Macmillan, price \$4.00)—Teacher's Manual, *First Course in Algebra* by W. B. FORD and C. AMMERMAN appeared in July (Macmillan, price \$2.00)—Recently announced thoroughly revised editions: *College Algebra* by H. L. RIETZ and A. R. CRATHORNE (Holt, price \$1.60) and *Complete School Algebra* by H. E. HAWKES, W. A. LUBY and F. C. TOUTON (Ginn, price \$1.40)—In July the University of Chicago Press published E. R. Breslich's *Correlated Mathematics for Junior Colleges* (price \$1.25), "comprising college algebra, analytic geometry and some differential calculus." This work is the fourth volume in Breslich's course of mathematics for high schools—In April Heath brought out *New High School Arithmetic: Academic, Industrial, Commercial* by W. WELLS and W. HART (price \$1.20).

The Education of Henry Adams. An autobiography, was privately printed, to the number of one hundred copies, in 1907. In September 1918 it was published for the general reader by the Massachusetts Historical Society and became one of the most notable books of the year. The following quotations are made;

"In any and all its forms, the boy detested school, and the prejudice became deeper with years. He always reckoned his school days, from ten to sixteen years old, as time thrown away. Perhaps his needs turned out to be exceptional, but his existence was exceptional. Between 1850 and 1900 nearly everyone's existence was exceptional. For success in the life imposed on him he needed, as afterwards appeared, the facile use of only four tools: Mathematics, French, German, and Spanish. With these he could master in very short time any special branch of inquiry, and feel at home in any society" (page 38).

"The four years passed at college were, for his purposes, wasted. Harvard College was a good school, but at bottom what the boy disliked most was any school at all. He did not want to be one in a hundred—one per cent. of an education. He regarded himself as the only person for whom his education had value, and he wanted the whole of it. He got barely half of an average. In the one branch he most needed—mathematics—barring the few first scholars, failure was so nearly universal that no attempt at grading could have had value, and whether he stood fortieth or ninetieth must have been an accident or the personal favor of the professor. Here his education lamentably failed. At best he could never have been a mathematician; at worst he would never have cared to be one; but he needed to read mathematics, like any other universal language, and he never reached the alphabet" (pages 59–60).

"Socially or intellectually, the college was for him negative and in some ways mischievous. . . . The habit of looking at life as a social relation—an affair of society—did no good. It cultivated a weakness which needed no cultivation. If it had helped to make men of the world or give the manners and instincts of any profession—such as temper, patience, courtesy, or a faculty of profiting by the social defects of opponents—it would have been an education better worth having than mathematics or languages" (page 65).

"He supposed that, except musicians, everyone thought Beethoven a bore, as every one except mathematicians thought mathematics a bore" (page 80).

"Few men in Washington cared to overstep the school conventions, and the most distinguished of them, Simon Newcomb, was too sound a mathematician to treat such a scheme seriously. The greatest of Americans, judged by his rank in science, Willard Gibbs, never came to Washington, and Adams never enjoyed a chance to meet him. . . . By chance it happened that Raphael Pumpelly . . . fell to talking with Adams about these matters [race and sex], and said that Willard Gibbs thought he got most help from a book called the *Grammar of Science* by Karl Pearson. To Adams's vision, Willard Gibbs stood on the same plane with the three or four greatest minds of his century, and the idea that a man so incomparably superior should find help anywhere filled him with wonder. He sent for the volume and read it. . . . Here came in, more than ever, the fatal handicap of ignorance in mathematics. Not so much the actual was needed, as the right to judge the product of the tool" (pages 377, 449).